ROBERT E HOWARD MIDDLE 1255 Belleville Road Orangeburg, South Carolina 29115 6-8 Middle School GRADES ENROLLMENT 603 Students Dr. Jacqueline Voqt 803-534-5470 PRINCIPAL SUPERINTENDENT Melvin Smoak 803-534-5454 BOARD CHAIR Melvin Crum 803-534-5454 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: BELOW AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 0 0 5 24 14 IMPROVEMENT RATING: GOOD The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. ADEQUATE YEARLY PROGRESS: Z This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

Robert E Howard Middle

	FERFURMANCE TRENDS GVER 4 TEAR FERIOD								
	Absolute Rating	Improvement Rating	Adequate Yearly Progress						
2001	Unsatisfactory	Below Average	N/A						
2002	Below Average	Below Average	N/A						
2003	Below Average	Below Average	No						

No

Good

DEFINITIONS OF DISTRICT RATING TERMS

Below Average

2004

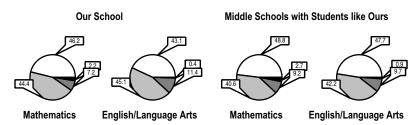
- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

Advanced Very high score; very well prepared to work at next grade level; exceeded expectations **Proficient** Well prepared to work at next grade level; met expectations Basic Met standards; minimally prepared, can go to next grade level **Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

Robert E Howard Middle 3805026

PACT PERFORMANCE BY GROUP									
	Enrollment 1st Day of Took	,	/ %	/	/ °`	/	% Proficient and	Performance Objective	Participation Objective M.
	h/Langua	•					00.0	V	V
All Students	590	97.1	42.4	45.7	11.5	0.4	20.3	Yes	Yes
Gender	000	00.4	47.0	47.0	5 4	0.0	45.0		
Male Female	282 308	96.1 98.1	47.8 37.5	47.0 44.6	5.1 17.2	0.0 0.7	15.0 24.9		
	300	90.1	37.5	44.0	17.2	0.7	24.9		
Racial/Ethnic Group White	18	94.4	21.4	50.0	28.6	0.0	28.6	I/S	I/S
African-American	570	97.2	43.0	45.5	11.1	0.0	19.9	Yes	Yes
Asian/Pacific Islander	2	97.2 I/S	43.0 I/S	45.5 I/S	I/S	1/S	19.9 I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1/S	1/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status	IN/A	IN/A	IN/A	IN/A	IN/A	IN/A	IN/A	1/3	1/3
Not Disabled	472	98.1	40.0	46.7	12.8	0.5	23.3		
Disabled	118	93.2	52.5	41.6	5.9	0.0	6.9	No	No
Migrant Status	110	00.2	02.0	11.0	0.0	0.0	0.0	140	140
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	590	97.1	42.4	45.7	11.5	0.4	20.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	590	97.1	42.4	45.7	11.5	0.4	20.3		
Socio-Economic Status									
Subsidized meals	518	97.7	42.7	46.4	10.8	0.2	19.5	Yes	Yes
Full-pay meals	72	93.1	40.0	40.0	18.2	1.8	27.3		

N	lathematic	cs - State	Performa	nce Obje	ctive = 15	.5%			
All Students	590	97.0	45.6	44.9	7.2	2.2	15.4	Yes	Yes
Gender									
Male	282	95.0	50.8	39.3	7.5	2.4	13.1		
Female	308	98.7	41.1	49.8	7.0	2.1	17.4		
Racial/Ethnic Group									
White	18	88.9	35.7	57.1	7.1	0.0	21.4	I/S	I/S
African American	570	97.2	46.0	44.7	7.1	2.3	15.1	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	472	98.1	41.1	48.2	8.0	2.7	18.0		
Disabled	118	92.4	65.3	30.7	4.0	0.0	4.0	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	590	97.0	45.6	44.9	7.2	2.2	15.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	590	97.0	45.6	44.9	7.2	2.2	15.4		
Socio-Economic Status									
Subsidized meals	518	97.5	46.1	44.6	7.2	2.1	14.7	Yes	Yes
Full-pay meals	72	93.1	41.8	47.3	7.3	3.6	21.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Robert E Howard Milddle									
PACT PERFORMANCE BY GRADE LEVEL									
	Enrollment 1st Day of Testing		% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	/	
		_	sh/Langua						
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	205	97.6	44.5	41.6	13.9	N/A	13.9		
Grade 7	171	95.9	44.9	44.9	10.2	N/A	10.2		
Grade 8	206	99.0	48.3	41.5	10.2	N/A	10.2		
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	210	98.1	48.5	36.4	14.6	0.5	15.0		
Grade 7	210	96.2	35.1	55.9	8.4	0.5	8.9		
Grade 8	170	97.1	43.6	47.9	8.5	N/A	8.5		
			Mathemat	ics					
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics									
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	205	99.0	51.1	43.1	5.2	0.6	5.7		
Grade 7	171	98.2	55.0	38.9	4.7	1.3	6.0		
Grade 8	206	100.0	58.5	39.2	1.7	0.6	2.3		
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Grade 6	210	98.1	40.8	44.7	11.7	2.9	14.6		
Grade 7	210	95.7	49.8	44.3	3.5	2.5	6.0		
Grade 8	170	97.1	46.7	46.1	5.5	1.8	7.3		

Robert E Howard Middle	3805026

SCHOOL PROFILE			Mildle C i i	М. "
	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 603)				
Students enrolled in high school credit courses (grades 7 & 8)	4.4%	Down from 7.4%	9.0%	14.6%
Retention rate	1.2%	N/A	4.1%	3.0%
Attendance rate	96.8%	Up from 95.4%	95.6%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	14.3%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	13.6%		8.1%	5.3%
Eligible for gifted and talented	1.5%	Down from 2.1%	6.0%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	0.0%	Down from 16.4%	15.1%	13.9%
Older than usual for grade	4.5%	Down from 5.1%	8.1%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	59.1%	Up from 47.7%	46.7%	48.7%
Continuing contract teachers	86.4%	Up from 77.3%	72.0%	81.7%
Highly qualified teachers**	81.1%	N/A	87.7%	90.4%
Teachers with emergency or provisional certificates	10.0%		12.2%	5.3%
Teachers returning from previous year	80.1%	Up from 78.4%	75.0%	85.1%
Teacher attendance rate	94.6%	Up from 94.3%	94.4%	94.8%
Average teacher salary	\$41,321	Up 3.6%	\$38,935	\$40,566
Prof. development days/teacher	9.3 days	Down from 17.1 day	s 11.8 days	11.0 days
School	0.0	11. 6. 4.0		0.0
Principal's years at school	2.0 22.5 to 1	Up from 1.0	2.0 18.2 to 1	3.3 21.3 to 1
Student-teacher ratio in core subjects		Up from 19.6 to 1		
Prime instructional time Dollars spent per pupil*	90.2% \$6.812	Up from 88.3% Up 1.7%	88.4% \$7,025	89.3% \$5,821
Percent of expenditures for teacher	51.3%	Down from 60.7%	60.0%	61.8%
salaries*				
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences SACS accreditation	99.3% Yes	Up from 99.0% No change	83.6% Yes	95.0% Yes
Character development program * Prior year audited financial data are reported.	Excellent	N/A	Good	Good
Highly qualified togethers in leave and	aabaa!=**	Our District		ate
Highly qualified teachers in low poverty		N/A		.0%
Highly qualified teachers in high poverty	y schools**	93.0%		.1%
		State Objective		Objective
Highly qualified teachers in this school*	^	65.0%		es
Student attendance in this school		95.3%	Y	es

^{**}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Robert E Howard Middle 3808

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-04 school year was an amazing year for Robert E. Howard Middle School. As you read this report card, I believe that a picture will emerge of a school who is "Dedicated to Excellence," and a school who is striving for continuous improvement. Please know, the credit for "our success" has a direct correlation to the parents who place a high value on student achievement.

Some accomplishments made in the 2003-04 school year include: Fourteen (14) out of sixteen (16) Algebra I students passed the End-of-Course Test; the number of students meeting their Accelerated Reader Goal increased significantly each nine weeks; several students participated in the state-level Model United Nations Conference and received several awards for their accomplishments; Howard students participated in a CitiFinancial writing contest and won first and second place; Howard students won second and third place in the Rotary essay contest; Howard students won first and second place in the LINKS, Inc. art contest; nearly eighty students benefited from a comprehensive Mentoring Program throughout the school year; Mrs. Shirelle Bivens was named Robert E. Howard Middle School Teacher of the Year; Mr. Blake Jefferson was named Robert E. Howard Middle School Support Staff Member of the Year; all Strings students received a superior rating at the Solo and Ensemble Festival; and the Howard Middle School Band received a Superior rating at the SC Band Director's Association Concert Festival.

These accomplishments would not have been possible without the support of our faculty and staff members, students, parents, and community partners. A very special Thank You to everyone who worked together to make Howard a pleasant school where learning and learners are celebrated.

Dr. Jacqueline Vogt, Principal Mrs. Carolyn Simmons, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS							
	Teachers	Students*	Parents*				
Number of surveys returned	42	118	23				
Percent satisfied with learning environment	23.8%	65.3%	72.7%				
Percent satisfied with social and physical environment	55.0%	63.7%	52.2%				
Percent satisfied with home-school relations	12.5%	74.3%	47.8%				
*Only students at the highest middle school grade level at this school and their no	arente were includ	lad					